



The Arts: (Eng.; Music; Art; Drama; Italian)

We will be sharing a class text: The Lions of Little Rock by Kristin Levine:

Two girls separated by race form an unbreakable bond during the tumultuous integration of Little Rock schools in 1958. The book explores the themes of friendship, trust and bravery.

Writing:

The children will develop their writing skills through several writing tasks – they will write descriptions, plan, write and perform a speech, and rewrite a scene from the book using dialogue to make it clear how the character feels

Week 1 - To select the correct grammar and ambitious vocabulary to describe a fear.

- To use inferred knowledge from the text to understand a character's motives and feelings.

Week 2 - To describe a character taking note of audience, grammar and vocabulary.

Week 3 - To plan and write a speech on a topic that is important to them.

Week 4 – To write a persuasive argument

Week 5 – To look at the role of dialogue and rewrite it to match the characters true feelings

Week 6 – Analysing an author's point of view

Reading:

Our ongoing reading activities will question the children on the following content:

- To give/ explain the meaning of words in context.
- To retrieve and record information / identify key details from fiction and non-fiction.
- To summarise main ideas from more than one paragraph.
- To make inferences from the text / explain and justify inferences with evidence from the text.
- To predict what might happen from details stated and implied.
- To identify / explain how information / narrative content is related and contributes to meaning as a whole.
- To identify / explain how meaning is enhanced through choice of words and phrases.
- To make comparisons within a text.

Spirituality: (R.E.; prayer; worship; reflection; meditation)

Jesus at Prayer (Weeks 1-6):

Children will be looking at the document Nostra Aetate, which will help them to understand the strong links that we have with our Jewish counterparts. will learn about EPIC story of Passover story and how Moses lead the Israelites.

By the end of the topic, they will be able to demonstrate the following:

Show knowledge and understanding of:

- A range of religious beliefs.
- Those actions of believers which arise because of their beliefs.
- Show understanding of, by making links between Beliefs and life.
- Use religious vocabulary widely, accurately and appropriately.

Spiritual Outcomes:

It is hoped that pupils will develop: A sense of the truths contained in Scripture. An appreciation of/for our connection to the Jewish people. Respect for the faith and practices of the Jewish people. An openness to learning from other faiths.

Emotional Awareness & Health: (relationships; respect; knowledge of selves and others; learning skills of empathy; PSE; citizenship; Sport & P.E.)

PE:

Paralympic sports:

Through playing a variety of Paralympic sports, children will develop their throwing and catching skills in playing competitive games, that require them to apply basic principles suitable for attacking and defending.

All children will need to wear their PE kit to school on Fridays for their PE lesson with Kick London.

We will be following the SEAL scheme of work and covering the following five aspects of broad social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.

Knowledge of the World: (Geography; History; Computing; Fair Trade)

History:

Significant historical events, the lives of significant individuals and changes within living memory.

Civil rights:

- Week 1 :To learn what the United States of America was like in the 1950s.
- Week 2: To learn why Oliver Brown took the Board of Education to the Supreme Court.
- Week 3: To learn why Rosa Parks didn't give up her seat on the bus.
- Week 4: To learn what Dr. Martin Luther King Junior's dream was.
- Week 5: To learn why 3200 pupils marched from Selma to Montgomery.
- Week 6: To learn what the Black Lives Matter movement is and why it is needed.

Computing:

Big data:

- Week 1: To identify how barcodes and QR codes work.
- Week 2: To know how infrared waves transmit data.
- Week 3: To recognise the used of RFID and know how encoding keeps data safe.
- Week 4: To gather and analyse data in real time.
- Week 5: To analyse and evaluate data.

The Arts: (*Eng.; Music; Art; Drama; Italian*)

Grammar and Punctuation:

- Week 1: Nouns, verbs and conjunctions expressing time, place and cause.
- Week 2: Semi-colons (To mark the boundary between independent clauses and semi-colons within lists).
- Week 3: Verbs in the perfect form (Use of the present perfect form of verbs. Using the perfect form of verbs to mark relationships of time and cause).
- Week 4: Present and past progressives (Use of the progressive form of verbs in the present and past tense to mark actions in progress).
- Week 6: Pronouns (Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition).

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- To make inferences from the text / explain and justify inferences with evidence from the text.
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Spelling:

- Week 1: Adding suffixes beginning with vowel letters to words ending in –fer.
- Week 2: Words with a Long /e/ sound spelt ‘ie’ or ‘ei’. After C (and exceptions).
- Week 3: Words with a Long /e/ sound spelt ‘ie’ or ‘ei’. After C (and exceptions).
- Week 4: Spellings that belong to the same family of words.
- Week 5: Word families based on common words. Showing how words are related in form and meaning.
- Week 6: Statutory spelling words challenge.

Handwriting:

Through focusing on the following skills, children will continue to develop their own legible and joined style of handwriting:

- Week 1: Forming and joining descenders.
- Week 2: Forming and joining the letter ‘t’.
- Week 3: Joining to and from the letter ‘o’.
- Week 4: Punctuation.
- Week 5: Slanted writing.
- Week 6: Capital letters.

Art:

The street artist ‘Banksy’

- Week 1: To explore graffiti and the message it may carry.
- Week 2: To explore a street artist named Banksy and their work.
- Week 3: To research an image by the street artist, Banksy.
- Week 4: To understand what makes a great piece of artwork.
- Week 5: To master our design technique and design a graffiti style image inspired by current events.
- Week 6: To master our three-dimensional painting technique paint school-based graffiti inspired by current events.

Italian:

- Ongoing :To make statements in present and past tense.
- Ongoing: To name shops.
- Ongoing: To ask questions.
- Ongoing: To make statements about forms of entertainment.

Enquiry: (*Science; D.T.; Maths; open ended tasks*)

Maths:

- Week 1: Comparing and Ordering Fractions.
- Weeks 1 and 2: Adding and Subtracting fractions.
- Week 2: Multiplying Fractions.
- Week 3: Dividing a Fraction by a Whole Number.
- Week 4: Writing and Reading Decimals, Dividing Whole Numbers and Writing Fractions as Decimals.
- Week 5: Multiplying Decimals.
- Week 6: Dividing Decimals and Multiplying a Decimal by a 2-Digit Whole Number.

Science:

- Week 1: To describe how the human circulatory system works and enables the body to function.
- Week 2: To investigate and describe the main functions of the heart.
- Week 3: To identify the contents of blood and describe their function.
- Week 4: To explain the function of valves, veins, arteries and capillaries in the human circulatory system.
- Week 5: To explain how water helps humans’ and other animals’ bodies to function.
- Week 6: To create a model to demonstrate knowledge of the human circulatory system.